

A STUDY OF SELF-CONCEPT AND LEVEL OF ASPIRATION OF FRONT-BENCHERS AND BACK-BENCHERS

¹ Deepa Gupta

¹ Lecturer, Department of Education, C.S.J.M. University, Kanpur, U.P, India
guptadeepa.18@rediffmail.com

ABSTRACT

A significant part of child's life is spent in school and with peers. Unfavorable self-concept undermines the child's self-confidence. All behaviours are governed by the self-concept. Self-concept and group also influence the goal-setting behaviour of students. By success in achieving goals, the students win approval and acceptance of group whereas by failures in achieving goals, they suffer inferiority complex and isolation in the group. This isolation and inferiority complex stems from large discrepancies between a Back-Benchers level of achievement and his level of aspiration. The main objective of this study is collecting the facts about the self-concept and the level of aspiration of the Front Benchers and Back Benchers. The sample of this research work consists of 100 secondary level students studying in various secondary and higher secondary schools of Kanpur City. For data collection, Swatva Both Parikshan by Sherry, Verma & Goswami and Level of Aspiration Measure by Mahesh Bhargava & M.A. Shah were used. The data were treated by t-test. Through analysis and interpretation of data, regarding the Self-concept, the Front Benchers were found having good Self-concept while the Back Benchers were found having average Self-concept. Regarding the Level of Aspiration, the Front Benchers were found having level of inspiration high while the level of aspiration of the Back Benchers of average level. The significant differences were found between the Self-concept of the Front Benchers and the Back Benchers as well as the Level of Aspiration.

Keywords: Front Benchers, Back Benchers, Self-Concept and Level of Aspiration

INTRODUCTION:

Growth and development of an individual is essentially attributed to his inherited heredity and the environment in which he happens to live his life. Everyone comes to this world with certain characteristics transmitted to him through the parents. The interaction between the forces of heredity and environment determines the personality brought up of individuals. Heredity is constant which at the time of conception is decided once for all in the life of human beings whereas environment remains to be flexible and is susceptible to changes throughout life. Heredity provides the potential of development whereas environment facilitates the realization of these potentials of personality of an individual. A significant part of child's life is spent in school



and with peers. Some children have greater problems of social adjustment than others. Friendshipness fosters acceptance and, withdrawal and hostility encourage rejection. Unfavourable self-concept undermine the child's self-confidence. Such children are not very effective in working with others. All behaviours are governed by the self-concept. The child's concept of himself as a person is a mirror image of what he believes important people in his life—his parents, brothers and sisters, relatives, playmates, and later, teachers think of him. A child with good self-concept tries to achieve higher in order to fulfill his own concept or expectations. Good self-concept of a child provides a motivation for do the best. His personal successes and failures in different situations in the group can lead him to see himself as a leader, a loner, a criminal as well adjusted or maladjusted person. Self-concept and group also influence the goal-setting behaviour of students. The teachers and members of the peer group have more influence on educational, vocational, and social aspirations during school period than family members. By success in achieving goals, the students win approval and acceptance of group whereas by failures in achieving goals, they suffer inferiority complex and isolation in the group. This isolation and inferiority complex stems from large discrepancies between a Back-Benchers level of achievement and his level of aspiration.

The teacher and school assume great responsibility in the process of development of children. They spend a large amount of day time in school and the main focus of the school activities is to develop their potentialities in full. The school provides the proper climate for their physical, social, emotional, and intellectual development. The teacher can contribute significantly to increasing the level of self concept and level of aspiration of every student by organizing appropriate education programmes.

Educational backwardness among the children is most crucial problem for society and teachers. Providing educational facilities or offering scholarships did not solve the problem of student's backwardness. Students who sit passively on the back-benches, brooding or day dreaming and consider the schooling process as boring are important for the teachers.

It appears that front benchers have better understanding than the back benchers. It is necessary to develop better understanding among pre-service teachers and in-service teachers about the front benchers and back benchers. Basically investigations are correct about the

misconceptions generally held by teachers with regard to children who usually sit either on the front benches or on the back benches kept in the class room. In fact the sitting of students gives peculiar notions about their personality, mental makeup and patterns of behaviour.

OBJECTIVES:

The main objective of this study is collecting the facts about the self-concept and the level of aspiration of the Front Benchers and Back Benchers. The objectives of the present study were-

1. To study the self-concept of Front Benchers.
2. To study the self-concept of Back Benchers.
3. To study the level of aspiration of Front Benchers.
4. To study the level of aspiration of Back Benchers.
5. To study the difference exists between the self-concept of Front Benchers and Back Benchers.
6. To study the difference exists between the level of aspiration of Front Benchers and Back Benchers.

HYPOTHESES:

The research hypotheses of the present study were as follows:

- H₁ The significant difference exists between the self-concept of Front Benchers and Back Benchers.
- H₂ The significant difference exists between the level of aspiration of Front Benchers and Back Benchers.

METHODOLOGY:

To present research work 'Descriptive Survey Research' method has been used as a method of research. In the present study the researcher had made a survey of the Front Benchers and Back Benchers of secondary schools to know their self concept level and aspiration level.

Population

The population of the present study consists of all the secondary level students studying in various secondary and higher secondary schools of Kanpur City.

Sample

The sample of this research work consists of 100 secondary level students studying in various secondary and higher secondary schools of Kanpur City.

Sample Technique

In present study random sampling method has been used which is a type of probability sampling method. First of all researcher found out the list of all secondary and higher secondary schools of Kanpur city affiliated to U.P. Board. The names of schools were written on slips and 10 slips were chosen randomly. Thereafter 5 Front Benchers and 5 Back Benchers were selected from each school through lottery method. For this, the researchers was written the names of Front Benchers and Back Benchers of class on the slips and keep both groups' name slips in separate containers and then selected 5-5 slips from each container. Thus, the researcher was selected total 100 students - 50 as Front Benchers and 50 as Back benchers from remaining schools.

Tools Used

Researcher used two standardized tools as follows:

1. Swatva Both Parikshan Test prepared by G.P. Sherry, R.P. Verma and P.K. Goswami was used to measure the self-concept. The main objective of this test is to measure the self-concept of the school going adolescents. Swatva Both Parikshan, is a forty eight items test yielding scores in eight different dimensions of the self-concept and on the total. The present test provides eight separate measures of self-concept as health and physique, temperamental qualities, academic status, intellectual abilities, habits and behaviour, emotional tendencies, mental health, and socio-economic status.
2. Level of Aspiration Measure Test prepared by Mahesh Bhargava and M.A. Shah was used to measure the level of aspiration. This test provides three types of scores for measure of aspiration level of individuals as 1. Goal Discrepancy Score (GDS), 2. Attainment Discrepancy

Score (ADS), and 3. The Number of Times the Goal Reach Score (NTRS). In present study the level of aspiration has measured in term of Goal Discrepancy Score (GDS).

Statistical Treatment

In the present study to know the differences between the self-concept and level of aspiration of the Front Benchers and Back Benchers, t-test was used as statistical technique. Researcher collect required all data through survey and is being calculated mean and S.D., to find out the validity of the research hypotheses t-test has been conducted on scores.

For defining the Self-concept of the Front Benchers and Back Benchers, the mean value of scores on self-concept is present in the following para-

Table - 1

Mean Value of Scores on Self-concept of the Front Benchers and Back Benchers

S.No.	Group	No. of Students	Mean	Interpretation
1.	Front Benchers	50	39.74	Good Self-concept
2.	Back Benchers	50	27.86	Average Self-concept

The above table shows that the Front Benchers obtained higher mean score as compared with the Back Benchers on self-concept. The mean self-concept score of the Front Benchers (39.74) is belonged with the category '39-44' that indicates 'Good self-concept' and the mean self-concept score of the Back Benchers (27.86) is belonged with the category '27-38' that indicates 'Average self-concept' in given manual of the test.

For defining the level of aspiration of the Front Benchers and the Back Benchers, the mean value of scores on level of aspiration regarding GDS (Goal Discrepancy Score) is present in following para-

Table - 2**Mean Value of Scores on Level of Aspiration of the Front Benchers and the Back Benchers regarding GDS (Goal Discrepancy Score)**

S.No.	Group	No. of Students	Mean	Interpretation
1.	Front Benchers	50	5.384	High Aspirant
2.	Back Benchers	50	1.422	Average Aspirant

The above table shows that the Front Benchers obtained higher mean score as compared with the Back Benchers on level of aspiration regarding GDS. The mean value of scores on level of aspiration of the group of Front Benchers (5.384) indicates that the Front Benchers are high aspirant students whereas the mean value of scores on level of aspiration of the group of Back Benchers (1.422) indicates that the Back Benchers are average aspirant students.

For testing the hypothesis of 'Equality of Means' of two independent samples of the Front Benchers and the Back Benchers, t-test has been applied to the data of self-concept and results are presented below:

(H₁)- The significant difference exists between the self-concept of the Front Benchers and Back Benchers.

Table - 3**Showing Number of students, Mean, S.D. and t-test of scores on Self-concept of the Front Benchers and the Back Benchers**

S. No.	Group	No. of Students	Mean	S.D.	D (M ₁ -M ₂)	σ_D	t-value	Result
1.	Front Benchers	50	39.74	4.902	11.88	0.984	12.073	Significant**
2.	Back Benchers	50	27.86	4.941				

** Significant at 0.01 level of significance.

The summary of table shows that the calculated value of 't' has been highly significant at 0.01 level of significance. The average of self-concept of the group of Front Benchers is 39.74 and that of the group of Back Benchers is 27.86. The group of Front Benchers has been found to have self-concept significantly higher than that of the group of Back Benchers. Therefore research hypothesis that the significant difference exists between the self-concept of Front Benchers and Back Benchers, is accepted.

For testing the hypothesis of 'Equality of Means' of two independent samples of the Front Benchers and the Back Benchers, t-test has been applied to the data of Level of Aspiration and results are presented below:

(H₂)- The significant difference exists between the level of aspiration of the Front Benchers and the Back Benchers.

Table - 4

Showing Number of students, Mean, S.D. and t-test of scores on Level of Aspiration of the Front Benchers and the Back Benchers regarding GDS (Goal Discrepancy Score)

S. No.	Group	No. of Students	Mean	S.D.	D (M ₁ -M ₂)	σ_D	t-value	Result
1.	Front Benchers	50	5.384	2.745	3.962	0.475	8.341	Significant**
2.	Back Benchers	50	1.422	1.941				

** Significant at 0.01 level of significance.

The summary of table shows that the calculated value of 't' has been highly significant at 0.01 level of significance. The average of level of aspiration regarding GDS of the group of Front Benchers is 5.384 and that of the group of Back Benchers is 1.422. The group of Front Benchers has been found to have level of aspiration significantly higher than that of the group of Back Benchers. Therefore research hypothesis that the significant difference exists between the level of aspiration of the Front Benchers and Back Benchers, is accepted.

FINDINGS:

Through analysis and interpretation of data, the researcher has drawn some results which are given below:

1. Regarding the Self-concept, the Front Benchers were found having good Self-concept while the Back Benchers were found having average Self-concept.
2. Regarding the Level of Aspiration, the Front Benchers were found having level of inspiration high while the level of aspiration of the Back Benchers of average level.

In order to compare between the Self-concept and the Level of Aspiration of the Front Benchers and the Back Benchers, the following results were found-

3. Regarding the Self-concept, there was found a great difference between the self-concept of Front Benchers and Back Benchers.
4. Regarding the Level of Aspiration, there was found a great difference between the level of aspiration of Front Benchers and Back Benchers.

DISCUSSION:

Results indicate that the self concept of the Front Benchers is good to the Back Benchers. This might be due to their all over performance and confidence. It is clear that higher self esteem goes with higher school performance. Parental encouragement also influenced the self. In academic status and intellectual abilities, the Front Benchers are higher than the Back Benchers. It is obvious that academic status and intellectual abilities influence the position of students in the class. It is observed that the Front Benchers are having good mental health than the Back Benchers. The reasons may be that the environment of home, society and school.

In case of the Level of Aspiration, the result shows that the Front Benchers are high aspirant students to the Back Benchers. This might be due to their level of self concept because self concept directly related to the level of aspiration. If once self concept is poor, is not has confidence to do anything. The Back Benchers suffer from the feeling of insecurity and feeling of inferiority. They think that they make failure whatever they do. Because of this feeling they do not set their goal on high level. They underestimate themselves.

CONCLUSIONS:

From the above discussion, the following conclusions can be drawn:

1. Front Benchers have high self-concept as compared with that of the Back Benchers.
2. The level of aspiration of Front Benchers is higher as compared with that of Back Benchers.

Hence, the teachers should take this problem very seriously in the classroom. For proper development of every student in the class, it is essential to understand to the teachers why a particular student is sitting on back benches and need to decide what to do to help. The teacher should take the help of the Front Benchers and they should be assigned responsibility for their adjustment in the class. The Front Benchers can helpful in locating them problems easily. The teacher is must avoid the labeling of the students because label is not temporary. 'Backward child', 'the last bencher', 'the late comer' etc. are some of the labels tied to a child. Instead of labeling a child, the teacher should better understand why the child creates problems. If it is beyond his capacity to deal with the child, he may refer the child to the appropriate expert. The teacher can help the Back Benchers to change their reputation. Unfortunately, students' bad reputation often lives on long after their behaviour has changed. So when the teachers work to improve the behaviour of Back Benchers students, they must work to improve their reputations as well. The teacher can help by placing them in structured cooperative learning groups where they show their peers that they have changed and are worth getting to know better.

References

1. Asthana, Bipin
Asthana Bipin, Measurement And Evaluation in Psychology and Education, Agra, Agrawal Publications. (2009).
2. Asma, Parveen and Shaikh, Abul Barkat (2004)
Asma Parveen. Level of Aspiration of Academically Successful and Unsuccessful students. Indian Journal of Psychometry and Education, 35(01)
3. Berjonsky, Michael, D.
Adolescent Development, New York, Macmillan Publishing Co. Inc. (1981)



4. Best, John W. & Kohn, James V. : Research in Education, New Delhi. 7th Edition, Prentice Hall of India Pvt. Ltd. (1996)
5. Chauhan, S.S. : Advanced Educational Psychology, New Delhi, Vikas Publishers(1995)
6. Craig, Grace, J. : Human Development, New Jersey, Prentice-Hall, Inc., Englewood. (1976)
7. Dandekar, W.N. & Makhija, Sanyoglata : Psychological Foundation of Education, IIIrd Edition, New Delhi : Macmillan India Ltd. (2002).
8. Deshiell, J.F. : Fundamentals of General Psychology, New Jersey, Prentice-Hall, Upper Saddle River(1998)
9. Garrett, H.E. : Statistics in Psychology and Education, New Delhi, Kalyani Publishers. (2009)
10. Goel, Swami Pyari (2002) : Achievement and Aspiration as a Function of Frustration. Psycho-Lingua, 32 (01)
11. Hurlock, E.B. : Child Development, USA, IVth Edition, Tata McGraw Hill, Inc. (1972)
12. Parameshwaran, E.G. & Beena, C. : An Invitation to Psychology, Hyderabad, Neel Kamal Publications Pvt. Ltd. (2000)
13. Tarquin, Kristen and Cook, Cottone Catherine (2008). : Relationships among Aspects of Student Alienation and Self-Concept. School Psychology Quarterly, 23(1)
14. Tripathi, Amita (2010) : The Effectiveness of TA in Enhancing Self-Esteem of Children. Psycho-Lingua, 40 (1 & 2)